

The Lodge

Southcote Childrens Centre, 85 Coronation Square, READING, RG30 3QP



Inspection date	31 January 2018
Previous inspection date	28 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her team plan a broad range of exciting and enjoyable activities for the children. These meet both the younger and older children's needs.
- Staff observe, assess, extend and challenge children's development well, including children who speak English as an additional language.
- Teaching is good. Staff are well qualified and enthusiastic. Children are happy and self-assured. They make good progress in readiness for starting school.
- Staff supervision and ongoing professional development are effective and have a positive impact on children's learning and development. For instance, staff attended training to improve their knowledge of supporting children's mathematical development.
- Staff empower children to make choices and develop their self-control. For instance, children vote for their favourite story and learn to respect each other's views. They show good listening skills and concentration well.

It is not yet outstanding because:

- The management team and staff do not always successfully share information about children's progress with parents.
- Children are not always given opportunities to learn that technology has a purpose.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review and strengthen systems to engage all parents in their children's learning
- develop more opportunities for children to explore and use technology for a purpose.

Inspection activities

- The inspector observed a wide range of activities in all areas of the setting, and talked with staff and children about what they were doing.
- The inspector reviewed documents and procedures relating to safeguarding, staffing, supervision, risk assessment, and health and safety. A sample of other policies were also checked.
- The inspector sampled a range of children's records and the setting's systems for planning and evaluation. The inspector also assessed how well staff exchange information with parents and external professionals.
- The inspector took account of the views of parents spoken to on the day.
- The inspector took part in a joint observation with a member of the management team.

Inspector

Tiffany Morris

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure understanding of their roles and reporting procedures to follow in the event of a safeguarding concern. The management team and staff work very well together and create a warm and welcoming nursery environment. The manager and staff carry out regular risk assessments and deploy themselves effectively to support children's good progress in their learning and development. The manager observes her staff regularly and monitors their practice and suitability. She offers effective training to ensure good practice is consistent. Self-evaluation is used very effectively to identify areas of strength and areas that can improve. The manager takes decisive steps to improve any weaknesses. She demonstrates a strong capacity to continually develop staff and further improve the setting.

Quality of teaching, learning and assessment is good

The staff provide a good balance of child-led and planned play experiences. They consider children's interests which parents share regularly. Staff interact well with children and promote their language and communication skills successfully. For example, they engage children in meaningful conversations as they prepare vegetables to place on a pizza. Staff promote mathematical language as children compare the quantities of the mushrooms and peppers, and talk about the different size of vegetables. Children are well supported to develop their literacy skills. For example, they independently select resources to make marks. Staff praise children for their efforts and listen to children's ideas. They demonstrate a good understanding of children's next steps of learning.

Personal development, behaviour and welfare are good

The manager and staff help children to learn about healthy lifestyles. For example, they provide nutritious snacks and talk about how these can help children build strong bones and grow. Children are confident. Staff help them to understand and manage their feelings and emotions. This encourages children to develop good friendships and positive self-esteem. Children feel safe as they splash and stamp in water. Staff are good role models. They skilfully remind children to be mindful that the floor could be slippery. The setting promotes children's well-being and successfully informs parents of illness to prevent the spread of infection. Children behave well and show understanding of routines.

Outcomes for children are good

Children make good progress in their learning. They are physically active and enjoy investigating. Children show very good levels of independence and can dress themselves in waterproof suits and boots. They concentrate for long periods in their self-chosen play and develop important skills to support their next stages of learning.

Setting details

Unique reference number	EY411674
Local authority	Reading
Inspection number	1105128
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	42
Number of children on roll	59
Name of registered person	Reading Borough Council
Registered person unique reference number	RP518112
Date of previous inspection	28 July 2014
Telephone number	0118 9372535

The Lodge registered in 2006. It operates from Southcote Children's Centre in Reading. It opens each weekday from 8am to 6pm, for 51 weeks of the year. The setting receives funding for children aged two, three and four years. There are 13 members of staff who work with the children, including the manager who holds a relevant level 6 qualification. The remaining 12 members of staff have early years qualifications at level 3.

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